R E P O R T R E S U M E S

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SUMMARY OF REPORTS ON THIRTEEN DOCTORAL PROGRAMS IN ENGLISH EDUCATION.

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THE DOCTORAL PROGRAMS IN ENGLISH EDUCATION OFFERED BY BOSTON, FLORIDA STATE, PENNSYLVANIA STATE, PURDUE, STANFORD, SYRACUSE, AND WAYNE STATE UNIVERSITIES, AND THE UNIVERSITIES OF COLORADO, GEORGIA, KANSAS, MICHIGAN, MINNESOTA, AND WISCONSIN ARE SUMMARIZED. THE REPORT IS DIVIDED INTO THREE SECTIONS--(1) A LIST OF THE UNIVERSITIES, DEGREES OFFERED, AND ADMINISTRATING DEPARTMENTS, (2) A SURVEY AND DESCRIPTION OF PROGRAM REQUIREMENTS, AS WELL AS OF PROGRAM GROWTH AND DESIRED IMPROVEMENTS, AND (3) INDIVIDUAL OUTLINES OF THE DOCTORAL PROGRAMS OF ALL 13 UNIVERSITIES. (RD)

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SUMMARY OF REPORTS ON THIRTEEN DOCTORAL PROGRAMS IN ENGLISH EDUCATION

Dwight L. Burton
Florida State University

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SUMMARY OF REPORTS ON THIRTEEN

DOCTORAL PROGRAMS IN ENGLISH EDUCATION

Thirteen universities reported offering doctoral programs to prepare English Education specialists. Five of these institutions offer programs for the Ph.D. alone, four offer both the Ed.D. and the Ph.D., and four offer only the Ed.D. degree to provide the specialists who tend to enter fields of teacher education, supervision, or research. The programs are administered by the Department of English and/or the Department of Education, by the Department of English Education, or by the Graduate School. Names of degrees vary among institutions. Following is a listing of the thirteen universities, the degrees offered, and the administrators of the programs:

Universities	Degree Offered	Administrator
	Ph.D.	
Florida State University	Ph.D. in English Education	Department of English Education
Purdue University	Ph.D. in English Teaching	Department of English
Purdue University	Ph.D. in English Education	Department of Education
University of Michigan	Ph.D. in English and Education	Departments of English and of Education
University of Minnesota	Ph.D. in English Education	Graduate School
University of Minnesota	Ph.D. in Education (Communications)	Departments of English and of Education
University of Wisconsin	Ph.D. in English (Emphasis on English Education)	Departments of English and of Education
	Ph.D. and Ed.D.	
Stanford University	Ph.D. in English Education	School of Education
Stanford University	Ed.D. in English Education	School of Education
Syracuse University	Ph.D. in English Education	Graduate School
Syracuse University	Ed.D. in English Education	School of Education (English Education)

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Universities	Degree Offered	Administrator
	Ph.D. and Ed.D. (cont'd)	
University of Kansas	Ph.D. in Education	Department of Education of Graduate School
University of Kansas	Ed.D. in Education	Department of Education of Graduate School
Wayne State University	Ph.D. in Education	College of Education
Wayne State University	Ed.D. in Education	Department of Secondary School Education
	Ed.D.	
Boston University	Ed.D.	Department of Instruction and Curriculum
Pennsylvania State University	Ed.D.	English Department or Education Department
University of Colorado	Ed.D.	School of Education
University of Georgia	Ed.D. in English	College of Education

Admissions

Admission to the doctoral programs varies. A summary of the ten institutions specifying admission requirements gives these results:

1. Two require the master's degree only.

2. Four require the master's degree with additional specifications (three stipulate a degree in English or Education, one in English or English Education).

3. Five require GRE Aptitude scores (only one specifies a score requirement--1,000 combined).

4. One requires GRE Advanced Education score.

5. One requires the Miller's Analogies test (plus GRE).

6. Three require or prefer successful teaching experience (sometimes 18 months specified).

7. One specifies relevance of educational background, teaching experiences, and professional purposes to the doctoral program.

8. Three require "good" grade averages.

9. One requires official acceptance at the end of 45 hours of graduate work, with 15 at the institution.

10. Some require a qualifying exam at a specified time in the program. One limits acceptance to candidates under age 45.

Foreign Language Requirement

According to the reports concerning the foreign language requirement, the tendency is toward modifying this requirement--to one language, to one language and an option, or to an option. Consequently, there tends to be less difference in programs leading to the Ph.D. and to the Ed.D. Of the eight universities mentioning the foreign language requirement, only one (Purdue University) holds rigidly to a reading knowledge of two foreign languages--for only one of the two doctoral degrees offered. Three (Florida State University, the University of Kansas, and the University of Minnesota) have recently allowed for a modification with options for the foreign language requirement. Five programs (Purdue University, Ph.D. in English Education; Stanford University, Ph.D. and Ed.D. in English Education; the University of Georgia, Ed.D. in English; and the University of Michigan, Ph.D. in English Education) require a reading knowledge in one foreign language. Pennsylvania State University may require a reading knowledge of at least one foreign language for some candidates.

Course Requirements, Hour Requirements, Residency Requirements

Most of the thirteen universities designate three years of full-time study for completion of the doctoral programs. The programs vary in the required number of hours with Stanford University requiring the highest number (135 quarter hours beyond the bachelor's degree) followed by the University of Georgia (120 quarter hours). Although all institutions did not report a specified number of hours, most of those reporting indicate a minimum of about 90 quarter hours on the graduate level but explain that many candidates exceed the minimum requirements. Designated hour requirements apparently serve primarily as broad guidelines. In the main, programs are flexible in an attempt to assure competency in necessary areas, to fill in gaps in background, and to direct programs toward the professional aims of individual candidates.

Programs vary in requirements (in credit hours and/or competencies) in English and/or Education, depending on the major and the institution. Programs tend to stress basic competencies in different aspects of literature, linguistics, reading, rhetoric, trends in English Education, methods of teaching English, knowledge of educational philosophy and educational psychology, and methodology in research--including statistical methods.

Several universities stipulate that candidates have experience in planning curriculum, and some specify that candidates have experience in supervising interns.

Comprehensive Exams

Comprehensive exams (sometimes referred to as preliminary or qualifying exams) come at the end or fairly near the end of the course work (and follow the foreign language fulfillments). Written examinations, designed to test for required competencies, are required. Some institutions hold additional two-hour oral examinations.

Dissertations

Dissertations deal with subjects related to English Education with

flexibility in choices. Most programs suggest that about a year be devoted to the dissertation process. Most of the universities specifying hours for the dissertation allotted 18, although Syracuse's Ed.D. allots 12-15 hours.

Growth in Programs

Growth is evidenced by new programs to prepare English Education specialists and by the increasing number of enrollees in such programs. According to approximate numbers, practically all programs have fewer graduates than current enrollees. Approximate current enrollment in programs is reported as follows: University of Minnesota, 46 (32 active); Wayne State University, 24 (applicants and candidates); Florida State University, 18; University of Michigan, 18; Boston University, 15 active (10 full-time); University of Kansas, 11; University of Georgia, 8; Syracuse University, 6; University of Colorado, 6; Stanford University, 5; Pennsylvania State University, 4 (6 in Ph.D. in English); University of Wisconsin, 1 (new program); Purdue, (new program with two graduates).

Graduates from English Education programs have become involved in directing graduate and undergraduate English Education programs, heading departments of English, working in teacher preparation programs, serving as curriculum directors or as supervisors. Many are working at the college level, but a few remain in high school work. One has entered research; another has become editor of a publishing company.

Desired Program Improvements

Directors of programs suggest the following improvements:

Allow candidates to fulfill the dissertation requirement by writing two or three shorter publishable works rather than writing a longer dissertation which is frequently not published, consequently not widely circulated. (Florida State University)

Place Ed.D. under the College of Education; use English scores on the GRE, master's theses, or master's comprehensive scores for screening applicants for admission; standardize guidelines for candidates between English and Secondary Education departments to enable students to choose according to their professional aims; provide for supervised internship and/or supervised teaching; make course specifications within broad areas to provide an operational structure for candidates; stress "linguistic" rather than "philological" language; reduce the five fields of English to four or three, emphasizing modern and American; work toward bi-linguality rather than seeking a marginal control over several languages; use secondary school experience as a basis for the dissertation. (Pennsylvania State University)

Give more guidance to beginning students in the graduate programs. Work more closely with doctoral students in their supervising of interns; provide courses more directly related to the field of English Education and to the teaching of modern English language in elementary and secondary schools; obtain more money to support graduate students. (Stanford University)

Develop stronger liasion with the Liberal Arts English Department; develop a program for teachers of English for freshman or sophomore college programs; build strong programs for researchers in English; build programs that emphasize English as a second language. (Syracuse University)

Expand the existing internship program to include teaching as well as supervising. (University of Colorado)

Include some supervision of student teachers, involvement in conducting a few sessions in undergraduate methods courses, and research in public school systems; include experience in registration and advising teacher education candidates in the language arts. (University of Kansas)

Make the foreign language requirement meaningful or eliminate it. (University of Minnesota)

Include work in rhetoric and composition. (University of Wisconsin)

Directly involve candidates in teacher education instruction; stress more individual study. (Wayne State University)

OUTLINES OF DOCTORAL PROGRAMS IN ENGLISH EDUCATION AT THIRTEEN UNIVERSITIES

Florida State University

Dwight L. Burton

Degree Offered

Ph.D. in English Education

Administrator

Department of English Education in the School of Education

Admission

1. Minimum raw score of 1000 on GRE Aptitude
2. Master's degree in English or English Education or the equivalent
3. Successful teaching experience
4. Successful performance on qualifying examination administered by the Department of English Education.

Course Requirements

1. Completion of residency of three consecutive quarters.
2. Completion of a minimum of 90 quarter hours of course work (including work for master's degree), of which at least 60 hours must be in English or English Education. A minimum of 36 hours must be completed at Florida State University.
3. Course work is designed to include some competence in the following areas: literature, linguistics, rhetoric and composition, the teaching of English, educational psychology and philosophy, and research design and technique.

Foreign Language Requirement and Options

1. Reading proficiency in two foreign languages or
2. One of the following options:
   a. Reading knowledge of one foreign language and a core of work, probably about nine quarter hours, in computer science. Specifics of the requirement will be worked out with the people in computer science.

b. Reading knowledge of one foreign language and a collateral field of twelve quarter hours in the humanities or educational psychology. Other collateral fields, when appropriate, may be approved for individual students.

c. A core of work in computer science and a collateral field of twelve quarter hours.

Comprehensive Examination

When candidate has met the language requirement and has completed all or most of his course work, he is eligible to take the comprehensive examination, given in two parts:

1. A fifteen-hour written examination designed to test for the competencies listed above.

2. A two-hour oral examination.

Dissertation

Subject must be directly related to the teaching of English. The student prepares prospectus to be approved by all members of the supervisory committee.

Graduates and Current Enrollment

Twelve have completed the program. Eighteen are currently enrolled in the program.

Desired Improvements

Instead of requiring a long dissertation, candidates snould be allowed to write two or three shorter publishable papers. These papers would have a larger audience than dissertations currently have. Candidates could see earlier realizable rewards of their investigative efforts.

Purdue University

Arnold Lazarus

Degrees Offered

Ph.D. in English Teaching (English major)
Ph.D. in English Education (Education major)

Administrator

Department of English and the Department of Education

Admission

1. Not specified for Ph.D. in English Teaching.

2. For Ph.D. in English Education, the applicant

   a. Ordinarily has teaching experience at the secondary level

   b. Ordinarily has a master's degree in English (Education minor) or in Education (English minor)

   c. Must take GRE in Aptitude and in Education.

Course Requirements

For Ph.D. in English Teaching:
Minimum of three years of full-time work beyond the bachelor's degree (with a flexible program of class work (40-60 hours) in preparation for the general examinations.

For Ph.D. in English Education:
Course work consists of 40-60 hours beyond the bachelor's. At least half is in Education.

1. Education

   a. Required foundational work--history and philosophy of education, curriculum, supervision, educational psychology (including learning theory, measurement, and research design).

   b. Elective courses depend on background and career plans.

2. English and Speech

   a. Literature--one field in depth (a genre, a period, a national cultural study, an author). Usually concentrates on some of the literature taught in the schools.

   b. Linguistics, rhetoric, and the oral tradition--traditional, structural, and transformational grammars; usage and dialectology; rhetoric and semantics; oral interpretation of literature.

Foreign Language Requirement

For Ph.D. in English Teaching:
Reading proficiency in two foreign languages (usually French and German). May be fulfilled by acceptable score on test or by two semesters in a special class with a grade no lower than C (for each language).

For Ph.D. in English Education:
Reading proficiency in one foreign language (usually French or German). Fulfilled in same manner as above.

Examinations

For Ph.D. in English Teaching:

1. Diagnostic--for planning program of study (2 hours).
2. Qualifying--after first year (4 hours).
3. General--covering areas below:
   a. Historical and structural linguistics (3 hours)
   b. Shakespeare and English Renaissance or Eighteenth Century literature (3 hours)
   c. Romantic and Victorian or Modern literature (3 hours)
   d. American literature (3 hours)
   e. English teaching--curriculum and instruction, learning theory, research design (4 hours).

For Ph.D. in English Education:

Examinations (written and oral--given near the end of course work) cover these areas:

1. Foundations in education
   a. One-third in the history and philosophy of education
   b. Two-thirds in educational psychology, measurement and research design.
2. Curriculum and supervision
3. One field of literature in depth
4. Linguistics and rhetoric.

Dissertation

For Ph.D. in English Teaching:
Must be a publishable dissertation (usually takes one year).

For Ph.D. in English Education:
Subject must be related to the teaching and learning of English.

Graduates

Two graduates (new program)

1. One has become associate professor of English Education.

2. One has become a Dean of Humanities.

Desired Improvements

None until chance for testing present plan.

University of Michigan

Stephen Dunning

Degree Offered

Ph.D. in English and Education

Administrator

Supervisory committee--two representatives each from English and Education committee-has power to screen applicants, to admit them to the program, and to counsel and advise successful applicants.

Admission

1. Student must hold master's in English or Education with "good" average in graduate work.

2. Preference is given for applicants with secondary school teaching experience or specific plans for gaining such experience. (A practicum in a college or school system may be arranged.)

Hour Requirements

Forty hours beyond master's--half in Education and half in English.

1. Education

   a. Two 700 level courses must be elected in each of these departments: social foundations, psychological foundations. (May be necessary to take prerequisites.)

   b. A graduate course in methods is required.

2. English--ordinarily courses 500 and up

   a. Must elect at least two advanced courses in the English language.

   b. Must take at least six hours of pro-seminar or seminar study.

c. Student must satisfy his advisor that he has adequate background in major authors from Medieval through Romantic periods (e.g. Chaucer, Shakespeare, Milton, Pope, and Wordsworth).

Examinations

1. Qualifying exam in English--must be taken by beginning of second term. Examination must reflect competence in one of three areas:

   a. English literature from 1350-1660

   b. English literature from 1660-1775

   c. English and American literature from 1775-1930.

2. Qualifying exam in Education--after the four courses in social foundations and psychological foundations. Student must prove competence in areas of curriculum and instruction.

3. Area examination--will be given in English Education (after all course requirements and the foreign language requirement have been met.)

4. Oral examination--two-hour exam in defense of dissertation.

Foreign Language Requirement

Proficiency in one modern language (French, German, Russian). Exam is given to test competency in translating the literature of the language and scholarly and critical writings. Exam requires at least third-year college level.

Dissertation

1. Prospectus is to be submitted after completion of course work and foreign language exams.

2. Dissertation ordinarily deals with substantive field of English (literature, language, or composition-rhetoric) within the context of the public school or junior college.

University of Minnesota

Stanley Kegler

Degrees Offered

Ph.D. in English Education (Education major, English minor)
Ph.D. in Education (Communications)

Administrator

Graduate School

Admission

(Not specified in information received)

Course Requirements

Ph.D. in English Education:

1. Major--60-70 credits from curriculum instruction (including English Education), history and philosophy of education, and educational psychology (foundations, learning theory, research design, statistical methods)

2. Minor (English)--30-40 credits from English literature, American literature, English language studies or

3. Supporting field--30-40 credits from any field but related to a topic such as linguistics, language study, verbal behavior, anthropological linguistics, rhetoric, etc.

4. Collateral field--9 hours in rhetorical studies.

Ph.D. in Education (Communications)

1. Major--70 credits from curriculum and instruction, history and philosophy of education, educational psychology, anthropology, classics, English language study, communications courses, linguistics, psychology, speech (rhetoric courses)

2. Minor--same as Ph.D. in English Education

3. Supporting field--not provided in this program

4. Collateral field--9 credits in advanced rhetorical studies.

Foreign Language Requirements and Options

A reading knowledge of two foreign languages is ordinarily required, but (with approval of major department and the Dean of the Graduate School) may be satisfied with a reading knowledge of one foreign language and one of the options:

1. A high order of proficiency in one language (usually 3 continuous years of a language on college level with grades of B or better).

2. A research technique or a collateral field--satisfied by a special examination or may comprise a minimum of 9 credits of courses

numbered 100 or above with no grade lower than C. (Must not be met by courses or experience normally included in the student's major or minor fields).

Examinations

1. Written examination
2. Preliminary oral examination
3. Final oral examination.

Desired Improvements

Make the language requirement meaningful or eliminate it.

University of Wisconsin

John R. Searles

Degree Offered

Ph.D. in English with emphasis on English Education. (English degree modified with two minors--Educational Psychology and Curriculum and Instruction).

Administrator

Not stipulated--thesis must be presented to two regular members of the English Department and two regular members of the appropriate department in Education.

Admission

Master's degree

Hour Requirements

1. At least 30 credits of graduate work in English with no fewer than 12 credits in American literature and 12 credits in English literature. (This includes work on the M.A. level plus two years beyond the M.A.)
2. At least 10 credits in curriculum and instruction--in secondary school curriculum, developmental reading, and advanced methods in the teaching of English.
3. At least 11 credits in educational psychology to include two of the following three areas: learning, measurement, statistics.

Examinations

1. Competence in the area of English language and linguistics will be demonstrated by passing the preliminary examination.

2. Literature examinations must be passed in these areas:

   a. English literature, 1550-1800.

   b. English and American literature, 1800-present.

   (These are four-hour examinations)

3. Examination in curriculum and instruction stressing the areas of secondary school curriculum developmental reading, and advanced methods in the teaching of English.

Dissertation

A detailed proposal must be accepted by a supervisory committee of two English Department members and two members of the Education Department.

Current Enrollment

This is a new program (about a year old) and one person is currently enrolled. (A number of prospective applicants consider this program too rough and have gone to work strictly in Education.)

Desired Improvements

Further improvements could include work in rhetoric and composition.

Stanford University

Alfred Grommon

Degrees Offered

Ph.D. or Ed.D. in English Education

Administrator

School of Education (cooperating with other departments)

Admission

1. Relevance of educational background, teaching experiences, professional purposes to programs offered in the School of Education.

2. Caliber of academic record and supporting documents.

3. Scores on GRE Aptitude.

4. Applicants must be under 45 years of age.

Course Requirements

Candidates must complete a minimum of 9 quarters (135 quarter hours) beyond bachelor's degree and must be in residence for at least three quarters.

1. Field of concentration--English Education (courses in Education and English)--36 quarter units from courses such as: curriculum and instruction in secondary school English, reading--elementary and secondary schools, literature for children and for adolescents, linguistics, language, dialectology, and advanced exposition.

2. Minor for Ph.D.--45 quarter units of courses offered by the Departments of English, Linguistics, and related fields.

3. Core requirements--competence in four areas:

   a. Curriculum, instruction, administration, and special services.

   b. Behavioral science studies

   c. Normative studies

   d. Inquiry skills.

4. Additional course work

   a. Students in English Education participate in the curriculum and instruction course required of our interns teaching English in public secondary schools. They help plan the course, contribute to discussions, and report on aspects of the field of special interest to them.

   b. Each doctoral candidate has 3 or 4 quarter hours of independent study with the director. They meet once a week to discuss readings--especially documents important in the history of the field beginning with the last quarter of the 19th century to the present.

   c. Candidates help in supervising interns, in programs of micro-teaching, and other research projects. The director supervises their work and meets with them while they are meeting with an intern to view a videotape of the intern's class.

   d. Minor consists of a full year of work (about) in graduate courses in the Department of English.

Foreign Language Requirement

Ph.D.--Reading knowledge of one or more languages in addition to English.
Ed.D.--Reading knowledge of a minimum of one language in addition to English.

Examinations

1. Qualifying examination--a six-hour test given after three quarters of full-time courses. It is based on studies thus far in field of concentration and in the four aspects of core requirements. (Prepared and evaluated by all members of the Program Advisory Committee.)

2. Final written examination--after completion of the program in the field of concentration (four-hour examination).

3. An oral examination will be given after the dissertation is completed. At this time the committee may inquire into student's studies in his minor and into aspects of the core requirements related to his dissertation.

Dissertation

Student identifies problem to investigate for his dissertation during his three or more quarters of supervised reading. He presents this proposal for study to the committee as soon as possible after his first year at Stanford. When his proposal is approved, a dissertation advisory committee is appointed.

Graduates and Current Enrollment

Twenty have completed the degree under the present director:

One vice-president of a state college
Several professors of English Education, English or Education in universities and colleges
One chairman of Department of Education at her college
Two teaching English in junior college
One presently teaching in high school, appointed to professorship in state college Department of English, decided to return to high school teaching which he enjoys much more.

Five candidates are presently enrolled.

Desired Improvements

No major changes needed at present time; minor points include:

1. Would like more money to support graduate students.

2. Would like to work more closely with students at beginning of their program.

3. Would like to work more closely with them in supervising interns.

4. Needs additional courses more directly related to the field of English Education and to teaching of modern English language in elementary and secondary schools.

Syracuse University

Margaret Early

Degrees Offered

Ph.D. and Ed.D.

Administrator

Ed.D.--by School of Education (English Education)

Ph.D.--by Graduate School

(There may be cooperation with the Liberal Arts English Department in preparation of qualifying examinations and in supervising the dissertation.)

Admission

1. Miller Analogies Test score and GRE.

2. Official acceptance--at end of semester in which student completes his 45 hours of course work beyond the bachelor's degree (15 hours of which must be earned at Syracuse University).

3. Preliminary exam in major area.

Course Requirements

Ph.D.--program includes no fewer than 90 hours beyond bachelor's degree (18 hours allocated for dissertation).

1. Major field (almost exclusively English-content courses)--33 hours.

2. Candidate may choose:

   a. Two supporting areas with minimum 12 hours each.

   b. Minor area--involving minimum 24 hours.

3. Statistics--9 hours.

Ed.D.--no fewer than 90 hours beyond bachelor's degree.

1. Major professional field--33 hours.

2. 12-15 hours allocated for dissertation.

3. Competence in tools of research, meaning 3 hours in methodology of educational research and 3 hours in educational psychology. (Specific candidates doing non-quantitative research may substitute specialized work such as methodology of historical and philosophical research.)

4. Candidate chooses either:

   a. Two supporting areas with a minimum of 9 hours in each.

   b. One minor area of 18 hours (areas include Psychological Approaches to Education, Cultural Foundations, School Program).

5. Required--Interdisciplinary Doctoral Seminar: Educational Issues (Ed. 392).

6. Statistics--9 hours.

Examinations

Ph.D.

1. Qualifying examination given after approximately 70 graduate hours. It covers major and supporting or minor areas.

2. Two-hour oral examination given after the dissertation is completed.

Ed.D.

1. Qualifying examination covering all areas of work will be given after approximately 70 quarter hours of work.

2. Two-hour oral examination after dissertation.

Residency

One year in residency is required for both programs.

Dissertation

Ph.D.

A dissertation committee is appointed after approval of the prospectus. The candidate must complete the dissertation within five years from the day of his qualifying examination.

Ed.D.

Same as for Ph.D.

Graduates and Current Enrollment

The number of previous graduates is not available.

About six candidates who have either completed or are on the verge of completing the program are currently enrolled.

Graduates have gone or are going to positions in English Education which involve teacher training and the direction of graduate programs.

Desired Improvements

1. Develop stronger liaison with the Liberal Arts English Department.
2. Develop a program for teachers of English for freshman or sophomore college programs.
3. Build strong programs for researchers in English.
4. Build programs that emphasize English as a second language.

University of Kansas

Oscar Haugh

Degrees Offered

Ed.D. and Ph.D.

Administrator

Department of Education of the Graduate School

Admission

Master's degree and 18 months of successful teaching experience.

Hour Requirements

Major in Education and minor in English:

1. Education.-- minimum of 40 hours in courses relating to curriculum and instruction such as:
   a. Problems in the Language Arts, Teaching Reading in Junior and Senior High, Teaching Literature to Adolescents, a Seminar of Individual Study Course in the Language Arts.
   b. Courses in Supervision of Student Teaching, Advanced Educational Psychology, Advanced Statistics, or Philosophy of Education.

c. Ph.D. candidates must take an extra course called "College Teaching Experience"--assisting a major professor for one semester.

2. English--12 hour minimum (also must make up any deficiencies--e.g. if he has not had work in Modern English grammar, American Literature, or intensive study of a major author, he must take appropriate course work). The student attempts to take enough work in a specific area like language, American literature, or a genre to acquire the depth to teach such courses on an undergraduate college level.

Foreign Language Requirement

A change was recently instituted so that candidates are not required to pass two language reading exams. They may choose to either:

1. Read, write, and speak one language, or

2. Satisfy two of these four requirements:

   a. Reading knowledge of one language.

   b. Competency in statistics.

   c. Proficiency in a programming series.

   d. Complete 8 extra hours outside Education, related to English Education--so that skill in research in this area is enhanced.

Graduates and Current Enrollment

Ten graduates are now in these positions:

Two professors of English Education at a state university.
One professor of English and assistant dean at a state college.
One professor of English at a city college.
One professor of Speech at a state university.
One professor of Speech and Department Chairman at a state college.
One professor of English and Registrat at a junior college.
Three Curriculum Directors in city school systems.

Eleven persons are currently enrolled.

Desired Improvements

Include specialities such as:

1. Experience in Supervising student teachers.

2. Supervising or doing research in a public school system.

3. Experience in registration or pre-registration and advising teacher education candidates in the Language Arts.

4. Conducting several sessions of an undergraduate class in some phase of the methods of teaching English.

Wayne State University

William Roth

Degrees Offered

Ed.D. and Ph.D. in Education (Program to be forwarded)

Administrator

Department of Secondary English Education in the College of Education.

Graduates and Current Enrollment

Twenty-four applicants and candidates (including 6 instructors).

Graduates tend to go into teacher education or into supervision. Some then move into administration.

Desired Improvements

1. More emphasis on direct involvement of candidates in instruction in teacher education.

2. More stress on independent study.

Boston University

Tom Devine

Degree Offered

Ed.D.

Administrator

Department of Instruction and Curriculum

Admission

(Not specified in information received.)

Course Requirements

1. Behavioral Sciences and Humanities--24 hours.
2. Field of concentration (English)--24 hours.
3. Distinctly outside of Education--12 hours.
4. Generally students complete:
   a. Two basic courses in methodology and curriculum in secondary English.
   b. Two research seminars in English Education.
   c. A course in research design.
   d. Appropriate courses in statistics, foundations of education, linguistics, rhetoric, literary criticism.

Residency

One year in residence is required.

Graduates and Current Enrollment

Number of graduates is not available.

Graduates tend to move into college and university positions in English Education:

One editor for Macmillan.
One school superintendent in Connecticut,
Others in teacher preparation programs in colleges and universities from South Carolina to S.U.N.Y.

Currently enrolled are 15 active students (10 full-time).

Desired Improvements

None; the program is flexible and therefore satisfactory.

Pennsylvania State University

Edward Fagan
Henry Sams

Degree Offered

Ed.D.

Administrator

English Department (English major) or Education (Secondary Education major)

Admission

1. Undergraduate average 2.5; in English and Secondary Education 3.0;
2. GRE scores.
3. Candidacy exams--written and oral.
4. Recommendations.

Hour Requirements

A majority of courses in the major field plus either a minor or a group of general studies.

1. Major in English (minor in Education). Minor consists of no fewer than 15 hours including those applied toward the master's degree in educational foundations, including courses in comparative education, educational measurements and statistics, educational psychology, history of education, and philosophy of education.

2. Major in one of the fields of education; a minor or group of general studies with the approval of the major department.

   a. Minor--no fewer than 15 hours, including those applied to the master's degree, in one field outside of education.

   b. General studies group--no fewer than 15 hours outside the fields of education but considered by the major department to have significance and value for the candidate.

3. Required in English (major or minor)

   1. Materials and Methods of Research.

   2. Research in the teaching of English.

Examinations

Comprehensive exams--to cover both major and minor fields. Student must demonstrate:

1. Familiarity with current theories in education.
2. Ability to apply techniques and findings of educational research as they relate to teaching of his subject.

3. Ability to read and understand and contribute to the technical and professional literature in his field.

4. Ability to criticize his own procedures in the light of historical trends and practices in this and other countries.

5. Command of tools for a thorough study of the problems of education--familiarity with statistical methods.

Foreign Language Requirement

Some students may be required to have a reading knowledge of one or more foreign languages.

Dissertation

May be based upon a product or project of a professional nature.

Graduates and Current Enrollment

Four graduated with Ed.D. in Secondary Education from 1964 to 1967:

Three are teaching English and/or English Education at a small college. One is English curriculum coordinator for a school district.

Four doctoral students are now at various stages in studies in the Education Department.

Six students in the English Department are working for degrees.

Desired Improvements

1. Place Ed.D. degree under College of Education (not English).

2. Admission--English scores on GRE, master's theses or master's comprehensive scores should be used for screening.

3. Standardize guidelines for candidates between English and Secondary Education departments, so that candidates can choose more readily their school for vocational preparation.

4. Supervised internship and/or supervised teaching.

5. Specification within broad areas: curriculum administration, testing, English, statistics, computer science.

6. Ph.D. might stress study of "linguistic" rather than "philological" language.

7. Reduce the five "fields" of English to four or three. The bias fields should be modern and American.

8. Bi-linguality would be preferable to marginal control of several languages.

9. Dissertation should be derived from secondary-school experience.

University of Colorado

Roy Ludtke

Degree Offered

Ed.D.

Administrator

School of Education

Admission

Master's degree

Course Requirements

1. Core of courses including Advanced Psychological Foundations, Advanced Statistics (called Intermediate Statistics), and Methods of Educational Research or Experimental Design and Analysis.

2. Supervision of student teachers under department guidance--may include these courses: Supervision of Student Teaching, Seminar in Teaching of English, and Advanced Curriculum.

3. English--depending on academic needs. English and American literature, language--history, semantics, etc.

4. Competency in reading, literature for adolescents, and children's literature.

Examinations

(Not specified in infirmation received.)

Graduates and Current Enrollment

There are seven or eight graduates in these positions:

One chairman of humanities
One head of English Department
Two assistant professors of English Education
One professor of English
One Research Assistant in a public school system.

Six are in the program at the present time.

Desired Improvements

Some system of internship beyond current program to observe in teaching situations as well as in supervisory positions.

University of Georgia

Mary Tingle

Degree Offered

Ed.D. in English

Administrator

College of Education

Admission

1. Screening procedures are used but not specified in information received.

2. Students usually have an undergraduate major in English and at least 20 quarter hours in undergraduate courses in professional education.

Course Requirements

A minimum of 120 quarter hours beyond the bachelor's degree.

1. English--60-80 hours is distributed to provide work in the major periods or movements in English and American literature, comparative literature, study of the English language, and area of specialization.

2. Education--10 quarter hours of advanced work in philosophies and theories underlying curriculum development, psychology of learning and human development, principles and techniques of teaching, principles and techniques of evaluation, and methods and skills in research.

3. Observation and supervised participation in the undergraduate courses in curriculum and methods and in the student-teaching program.

Examinations

1. Preliminary exams--before work on dissertation.

2. Written and oral exams.

Graduates and Current Enrollment

There is one graduate.
Eight are currently in the program.